|  | **Exceeds Proficiency Standards –Level 4** | **Meets Proficiency Standards – Level 3** | **Meets Basic Standards – Level 2** | **Below Standards – Level 1** |
| --- | --- | --- | --- | --- |
| **Ideas and Content**   * **The main idea**   **and purpose**   * **The topic and information includes text evidence** | * Writing states and maintains a clear, and strong idea with 3 or more supporting reasons and information * Writing includes a variety of relevant evidence to support each reason including a quote for each reason * Elaborated on the topic by using relevant text evidence throughout the entire piece * Demonstrates an intelligent and thoughtful understanding of literal and inferential details from the text citing sources from beginning to end of the piece | * Writing states and maintains a clear, and strong idea with supporting reasons and information * Writing includes relevant evidence to support each reason, including some quotations as necessary * Elaborated on topics by using relevant text evidence throughout the piece * Demonstrates an insightful understanding of literal and inferential details from text correctly citing from a source | * Writing states an idea with supporting reasons and information * Writing has examples or pieces of information about a reason that may be relevant * Discussed topic and used some text evidence and shows understanding of ideas * Demonstrates an understanding of literal and few inferential details from the text | * Writing states an idea, reasons and information but may not maintain the idea across the entire writing piece * Writing has some reason that may have some facts and details * Writing shows that the student has some understanding of the topic * Demonstrates mostly a literal understanding of the text, including some misunderstandings |
| **Organization/**  **Elements**   * **Structure: Introduction, body paragraphs and conclusions** * **Transitions** | * Provides an engaging and precise introduction that accurately summarizes the overall points and ideas related to the topic * Provides a meaningful conclusion that leaves the reader thinking about the content and information * Each body paragraph and/or subsection includes a topic sentence, stated in multiple ways * Transitions are used throughout the piece to enhance the readability and understanding of the piece * Sophisticated transitional phrases are used that connect the writing | * Provides an introduction that orients the reader to the most important ideas and points related to the topic * Provides a clear and concise thesis along with three relevant, supporting reasons * The lead catches the readers attention and clearly introduces the topic * Writing clearly provides a concluding statement or section related to the topic * Transitions are used to connect most of the piece | * Provides an introduction that clearly states the topic and reasons * Has a lead that introduces the topic * Has a conclusion that wraps up the writing piece * There are transitions that connect most of the ideas * Many ideas are in the right place. Overall, organization is present in the piece | * Provides a very brief introduction, which may not state the topic * Attempts to include a lead * Attempts to include a conclusion * Attempts to use transition words correctly * Has ideas that are not always in order and are sometimes confusing * Writing is somewhat organized, attempted a five paragraph essay |
| **Voice**   * **Personality** * **Sense of audience** | * Voice is clear and purposeful, the reader can tell that the writer put all information in their own words * The writer takes risks showing a strong reader/writer connection (uses punctuation such as ellipses, question marks, and exclamation marks throughout writing) * The writer used expressive phrases that add effect to the writing throughout entire piece (bold letters, yelling reactions, inner thoughts) | * Voice is purposeful and shows in most of the writing * The writer take risks most of the time (uses punctuation such as ellipses, question marks, and exclamation marks) * The writer used expressive phrases that add effect to the writing (bold letters, yelling reactions, inner thoughts) | * The writer used voice sometimes in the writing * The writer takes risks some of the time (tries to use punctuation such as ellipses, question marks, and exclamation marks) * There may be an attempt to use expressive phrases that add effect to the writing (bold letters, yelling reactions, inner thoughts) | * The writer did not use voice throughout writing piece to engage audience * The writer never take risks (little or no varied types of punctuation such as ellipses, question marks or exclamation marks) * There are no words or expressive phrases that add effect to the writing (bold letters, yelling reactions, inner thoughts) |
| **Word Choice**   * **Rich, Colorful, Precise Language** | * Used high frequency, Tier II, and complex words are above grade level and were used appropriately and purposefully * Used juicy words/sentences throughout the writing, * The writer also use phrases and clauses such as: consequently and specifically | * High frequency words, Tier II and complex grade level words were used purposefully * The writer used some juicy words/sentences in the writing. * They also use words like: such as, for instance, in order to, in addition. | * Used some grade appropriate, high frequency vocabulary * The writer may have tried to use juicy words/sentences in their writing, but perhaps could have used more. * The writer used phrases such as: as because, therefore, since, for example | * High frequency words are repeated or not used accurately * The writer needs to add juicy words/sentences into my writing. The writing has linking words such as: because, and, also * Words/ Sentences are copied directly from a source (book, internet, etc) |
|  | **Exceeds Proficiency Standards – 4** | **Meets Proficiency Standards – 3** | **Meets Basic Standards – 2** | **Below Standards – 1** |
| **Sentence Fluency**   * **Rhythm and flow of the language** * **The way the language plays to the ear** | * The writer always writes complex sentences (“juicy sentences”) throughout the entire essay * The writer always use a variety of sentence structures and lengths * The essay includes multiple transitions between the thesis and supporting details * The writing is smooth when read aloud.   The writer carefully re-read their sentences to make sure that they are correct | * The writer used complex sentences (“juicy” sentences) throughout the entire essay * Used a variety of sentence structures and lengths * The writing includes multiple transitions between the thesis and supporting details * The entire writing piece can be read aloud so that the reader understands the writing and learns something | * The writer used complex sentences throughout the writing piece (“juicy” sentences) * Writing mostly use a variety of sentence structures and lengths * The essay can be read aloud so that the reader understands the writing | * Used simple sentences (no “juicy sentences”) throughout writing * The writer sometimes uses a variety of sentence structures and lengths * The essay sounds a little choppy   and may not be easily read aloud/ very confusing to the reader |
| **Language Conventions**   * **The mechanical correctness of the piece: age-appropriate spelling, punctuation, capitalization, and grammar usage.** | * The writer clearly demonstrate command of the conventions of the English language * The writer used correct subject/verb agreement throughout the piece * The writer made sure to correctly spell words that are important to the topic * Used a variety of punctuation appropriately * Always punctuated dialogue correctly with quotation marks and commas | * Demonstrated command of the conventions of the English language * Used correct subject/verb agreement * Spelled grade appropriate words correctly * Used grade appropriate punctuation throughout the writing piece * Punctuated dialogue correctly | * The writer used what they know about spelling patterns to help them spell and edit before writing the final draft * Ended sentences with punctuation * Some of the grade appropriate words are spelled correctly * The writer tried to punctuate dialogue correctly but there may be several mistakes | * To spell a word, the writer used what they know about spelling patterns (-tion, -er, -ly etc) * Few grade level words are spelled correctly * Work needs to be edited and revised * Need to work on punctuating dialogue correctly |
| **Explanation of Reading**  **Students show**  **evidence of using**  **information from the**  **text in their writing** | * Demonstrates a purposeful understanding/ insightful understanding of literal and inferential details from the text * Accurately uses quotations to support writing including an explanation demonstrating why that particular quote (s) were used | * Demonstrates an accurate understanding of literal and inferential details from the text * Accurately uses quotations to support writing | * Demonstrates a literal understanding of source material, including some misunderstandings * Writes from personal experiences and includes some information from the text | * Attempts to include and/or explains text evidence * Demonstrates inaccurate understandings of the source material * Information is directly copied from the text |

**Student’s Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Overall Score**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teachers Feedback:**

I love the way you\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the future, push yourself to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_